DOCUMENT RESUME

ED 464 063 SP 040 663

AUTHOR Brimijoin, Kay; Alouf, James; Chandler, Kimberly
TITLE Into the Mixing Bowl: Combining Mentors, Novices, and Differentiation.
PUB DATE 2002-00-00
NOTE 23p.
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Beginning Teachers; *College School Cooperation; Diversity (Student); Elementary Secondary Education; Faculty Development; Higher Education; *Mentors; Partnerships in Education; Preservice Teacher Education; Student Teachers; Teacher Collaboration; *Teacher Competencies; Teaching Skills
IDENTIFIERS Differentiation; Virginia

ABSTRACT

This study evaluated a school-college partnership that combined mentors and novices in reform-based professional development for building expertise in mentoring and differentiating curriculum and instruction. Participants were clinical faculty/mentor teachers, administrators, inservice teachers, and preservice teachers who completed a 3-credit course and follow-up summer workshop. Clinical faculty/mentor teachers responded to pre- and post-surveys about their work in summer courses and workshops and mentoring duties during the school year. Preservice and inservice teachers completed pre- and post-surveys about their work in the differentiation study group. Researchers completed a case study of one preservice and one inservice teacher during 12 weeks of intern teaching. Mentoring beginning teachers was very complex. When faced with the challenges of diverse classrooms, even clinical faculty/mentor teachers often operated in "survival mode" as much as they had in their first year of teaching. In order to move clinical faculty/mentor teachers from survival mode to a level of competence and to facilitate the forced maturation of student teachers when faced with meeting individual, diverse student needs, mentors, novices, and differentiation were joined in a best practice, professional development mix. The use of preservice and inservice teacher experiences and evaluations over time to intensify the focus of professional development suggested new dimensions for building expertise in mentoring and differentiation. (Contains 17 references.) (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 464 063

Into the Mixing Bowl: Combining Mentors, Novices, and Differentiation.

Kay Brimijoin
James Alouf
Kimberley Chandler

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

❑ This document has been reproduced as received from the person or organization originating it.

❑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Alouf

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

SP 040 663

BEST COPY AVAILABLE

Into the Mixing Bowl:
Combining Mentors, Novices, and Differentiation

Kay Brimijoin *Sweet Briar College*
James Alouf *Sweet Briar College*
Kimberley Chandler *Amherst County Public Schools*

One of the most difficult challenges in teacher education is preparing prospective teachers to meet the needs of a diverse student population. Increasing diversity, coupled with an emphasis on standards and accountability, has heightened this challenge and called for teacher education programs and professional development for inservice teachers to provide expertise in differentiating curriculum and instruction (Darling-Hammond & McLaughlin, 1996). Gaining expertise in differentiation is a complex and reflective process enhanced by collaborative support and action research (Brimijoin, 2000; Tomlinson, et. al., 1995). Understanding how to create curriculum and deliver instruction appropriate to all learners and all learning styles is characteristic of best practice teaching (Kelly, 2001). The challenge of creating and delivering best practice, differentiated curriculum and instruction may be met by providing a "reform" type of professional development focused on mentoring, coaching, and study groups (Garet, et al., 2001, p. 920). The collaboration, action research, and dialogue characteristic of this reform-style professional development can offer preservice and inservice teachers valuable exemplars and models of differentiated curriculum and instruction (Tomlinson & Allan, 2001).

A unique school-college partnership in central Virginia has combined mentors and novices in reform-based professional development targeted at building expertise in mentoring and differentiating curriculum and instruction (see Figure 1).

SP040603

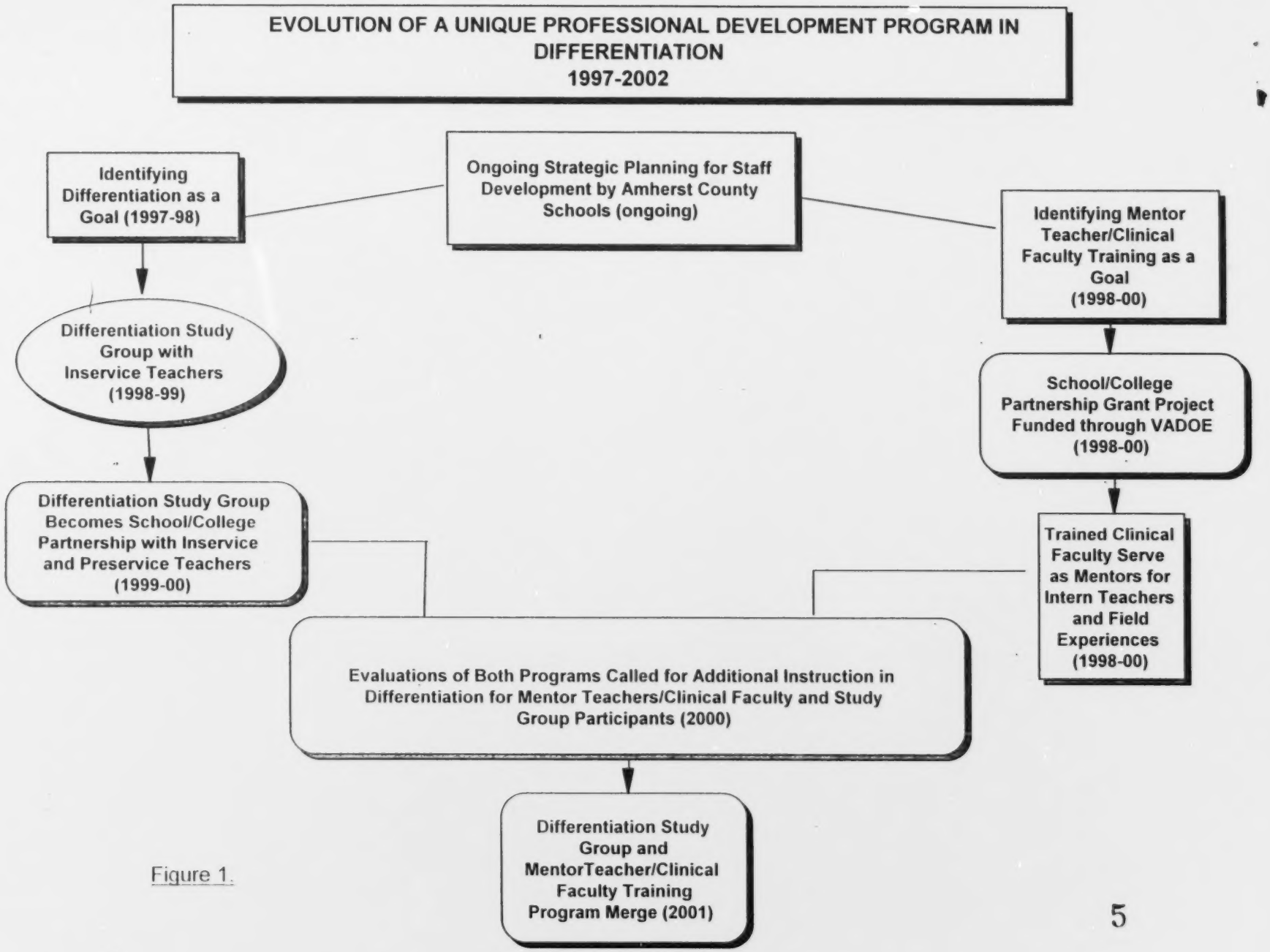
EVOLUTION OF A UNIQUE PROFESSIONAL DEVELOPMENT PROGRAM IN DIFFERENTIATION
1997-2002
Identifying Differentiation as a Goal (1997-98)
Ongoing Strategic Planning for Staff Development by Amherst County Schools (ongoing)
Identifying Mentor Teacher/Clinical Faculty Training as a Goal (1998-00)
Differentiation Study Group with Inservice Teachers (1998-99)
School/College Partnership Grant Project Funded through VADOE (1998-00)
Differentiation Study Group Becomes School/College Partnership with Inservice and Preservice Teachers (1999-00)
Trained Clinical Faculty Serve as Mentors for Intern Teachers and Field Experiences (1998-00)
Evaluations of Both Programs Called for Additional Instruction in Differentiation for Mentor Teachers/Clinical Faculty and Study Group Participants (2000)
Differentiation Study Group and MentorTeacher/Clinical Faculty Training Program Merge (2001)

Figure 1.

This partnership grew out of strategic planning by the school division that prioritized the importance of teacher retention and best practice curriculum and instruction as a means for raising student achievement. The concept of mixing mentors, novices and differentiation took shape as data from three studies pointed to rich information about enhancing professional growth for inservice and preservice teachers.

An Overview of the Partnership

A Clinical Faculty/Mentor Teacher Program Evolves

As part of its focus on teacher retention, the school division and two local colleges received grant funding from the Virginia Department of Education in 1998 to establish and implement a two-year plan for clinical faculty/ mentor teacher training. Mentor teachers serve as supportive guides for new teachers and clinical faculty serve as supervisors for field experiences and student teachers. The results of the two-year endeavor were remarkable (Walker, et al., 2000). Participants in summer courses and workshops during the school year concentrated on coaching strategies, support structures, and the development of school-based plans for mentoring beginning teachers, preservice teachers in field experiences, and intern teachers during student teaching. A sense of professional pride increased among clinical faculty/mentor teachers as they provided critical support for emerging and beginning teachers. College faculty in turn became mentors for practicing teachers, sharing philosophy and pedagogy and creating new collegial links. The collaborative ties between college faculty members, their prospective teachers, and clinical faculty/mentor teachers grew and strengthened, with discussion and debate centered on many issues facing teachers in today's classrooms. The participants in these

dialogues often wrestled with the difficulties of creating multiple learning opportunities for increasingly diverse and inclusive classes.

A Differentiation Study Group Emerges

The school division's emphasis on best practice curriculum and instruction included a major effort to implement differentiation in order to address academic diversity among students. As part of this effort, the school division formed a cadre of nine volunteer teachers who began working with a central office administrator to learn the principles and strategies of differentiated instruction during the summer of 1997. These volunteers met in a 3-day summer retreat and monthly during the school year. Drawing from best practice research on the importance of dialogue and reflection in effective professional development (Birchak, et al., 1998), members of this study group observed each other, were observed by the central office administrator, analyzed and reflected on their evolving understandings, and worked together to write and implement differentiated lesson plans. The initiative grew in strength as more teachers heard about the "differentiation study group," as it came to be called, and joined to learn more about meeting the needs of students with a range of readiness levels, interests, and learning profiles. Teachers in the study group conducted action research, using their classrooms as laboratories to test theories and research and reflecting on application to improve practice. Work in the study group was non-evaluative; teachers were encouraged to take risks in order to accelerate professional growth. By the spring of 1999 the study group had grown to fourteen new teachers.

Encouraged by increasing interest from faculty, the school division was at the same time dismayed by a lack of experience in differentiation among new teacher

candidates. Interview teams found that only one out of ten candidates could define differentiation with any confidence when asked about how they varied instruction for a range of learning needs. These findings underscored the importance of introducing preservice teachers to the concept of differentiation *before* they assumed the role of student teachers or became teacher candidates. As a result, the school division and one of the local colleges agreed to collaborate on instruction in differentiation. The inservice teachers' study group was expanded to include preservice teachers in the college's methods class during the first semester. Inservice and preservice pairs, called "study buddies," read, studied, and learned about differentiation, created differentiated lessons aligned with state standards, and taught them as part of the action research model. Videotaped observations were used for reflection and analysis.

As the clinical faculty/mentor teacher program and the differentiation study group slowly matured, side-by-side, evaluation data proved helpful in making modifications to improve each program. A central theme began to emerge, however, from the responses as inservice and preservice teachers evaluated each program. The data suggested that combining the two programs might facilitate and even accelerate efforts to build expertise in mentoring and differentiation.

Method

This study was conducted in a small rural school division in central Virginia and at a private, liberal arts college in the same area. Qualitative data were collected for program evaluation on three levels over three years. First, clinical faculty/mentor teachers responded to pre- and post-surveys about their work in summer courses and workshops and mentoring duties during the school year. Second, preservice and

inservice teachers completed pre- and post-surveys about their work in the differentiation study group. Third, one of the authors completed a case study of one preservice teacher and one inservice teacher during twelve weeks of intern teaching, providing a micro-view of two sample program participants. The personal stories of the inservice and preservice teacher offered valuable details about the content and process of their learning experience as they learned to differentiate (Carter & Anders, 1996).

Participants

The pool of participants included 29 clinical faculty/mentor teachers in 1999-2000, 37 in 2000-01, and 39 in 2001-02. In addition, 18 administrators participated in 2001-02. Each year's participants completed a three-credit course offered during the summer and three follow-up workshop sessions during each school year. Fourteen inservice teachers and 12 preservice teachers participated in the differentiation study group in 1999-2000, 12 inservice and 10 preservice teachers participated in 2000-01, and seven inservice and six preservice during 2001-02. The study group met monthly from August to December, conducted peer observations during the school year, and inservice teachers met in curriculum-writing workshops during the spring semester. Participants in the case study (Brimijoin, 2002) were an inservice teacher who had completed a one-credit course in differentiation and served as clinical supervisor for a preservice teacher during her twelve-week intern teaching experience in the spring of 2001. Both participants shared the experience of the differentiation study group, though they had not been "study buddies" (Figure 2).

Participants in the Study

Program	1999-2000	2000-01	2001-02
Clinical Faculty/Mentor Teacher	29 Inservice Teachers	37 Inservice Teachers	39 Inservice Teachers 18 Administrators
Differentiation Study Group	14 Inservice Teachers 12 Preservice Teachers	12 Inservice Teachers 10 Preservice Teachers	7 Inservice Teachers 6 Preservice Teachers
Case Study		1 Inservice Teacher (DSG) 1 Preservice Teacher (DSG)	

Figure 2.

Data Sources

Sources of information for the clinical faculty/mentor teacher program included pre- and post-survey data, reflections, and informal discussions. Data sources for the differentiation study group included pre- and post-survey data from inservice and preservice teachers, reflections, videotaped lessons, written lesson plans, informal discussions, and course evaluations from preservice teachers. Data sources for the case study included interviews, observations, reflective journals, lesson plans, and videotaped lessons.

Data Analysis

Analysis of the qualitative data from the clinical faculty/mentor teacher program and the differentiation study group involved categorizing evidence in order to identify patterns and themes related to inservice and preservice teacher perceptions about the effectiveness of the content, process, and product of their efforts to differentiate curriculum and instruction (Patton, 1990). Erickson's (1986) approach

to interpretive analysis provided a framework to generate and test assertions and search for disconfirming evidence in the case study of the inservice and preservice teacher. By evaluating data across the inservice groups (clinical faculty/mentor teachers and differentiation study group members, case study participant) and preservice groups (differentiation study group and case study participant), we were able to identify program strengths and weaknesses, specific problems with program design, and recommendations for improvement.

Results

Clinical Faculty/Mentor Teachers

Evaluations of the clinical faculty/mentor teacher program indicated strong support for providing specific training in mentoring and coaching skills. Participants also endorsed the need for individual school plans outlining steps for implementing effective mentoring activities in order to increase new teacher retention. Mentors went beyond supporting the basic principles of mentoring in their evaluations, however, and suggested that definitive links needed to be made between supporting new teachers and modeling best practice curriculum and instruction. Clinical faculty/mentor teacher responses indicated the following:

- Teachers wanted more emphasis on ways of meeting the needs of academically diverse students with specific instruction in differentiation. Instruction in differentiation was perceived as a need for both mentors and beginning teachers.
- Clinical faculty/mentor teachers found videotaped examples of differentiation valuable in providing a three-dimensional and visual exemplar of theory in practice. They requested videotaped examples from

educational resources as well as from their peer group, with opportunities for discussion and reflection.

- It was clear that teachers needed coverage in their classes in order to conduct the extended practice involved with action research that allowed for collaboration with peers to plan, teach, and reflect on differentiated lessons.
- Because designing differentiated, concept-based lessons is a complex and lengthy process, teachers needed time for curriculum planning and locating appropriate resources for teaching the lessons.
- Assessment of student learning was an area of concern for many teachers who wanted more guidance on how to integrate assessment, standards, and differentiation.

Clinical faculty/mentor teachers had begun to discover that providing scaffolding for beginning and preservice teachers could not neglect the issue of curriculum and instruction. In fact, the mentors recognized that many of the management difficulties student teachers and beginning teachers experienced were tied directly to a lack of clarity about lesson design and individual academic needs. While they acknowledged the importance of communication, listening, sharing resources and routines, and providing guidance in time and work management, an overwhelming number of clinical faculty/mentor teachers indicated a high degree of need in the area of diagnosing and planning for the varied needs of students (Walker, et. al., 2000).

Differentiation Study Group

Although the trial arrangement pairing prospective teachers in the methods class with a "study buddy" from the differentiation study group had produced

favorable results, prospective teachers and inservice teachers both reported that they needed more time to plan and more in-depth instruction in differentiation. Survey results provided data to revise the program for the following year. Inservice teacher responses indicated the following:

- Training in differentiation was crucial prior to their assignment as "study buddies." Inservice teachers felt uncomfortable being in "survival mode" once again, learning differentiation along with the preservice teachers, while at the same time being expected to serve as mentors to their buddies.
- The teachers wanted more visual and written examples of differentiation across a range of grade levels and content areas, including music, art, and physical education. For visual examples they requested videotapes of "real" classrooms in addition to professionally filmed examples that were often seamless and seemed impossible to replicate.
- Study group participants wanted more in-depth instruction in best practice, concept-based curriculum design and additional planning sessions to work and reflect with their "study buddies".

Responses from preservice teachers were similar in many respects:

- Students wanted more visual and written examples of differentiation. They wanted to see videotapes of other students' study group work and of inservice teachers implementing differentiation.
- Preservice teacher surveys and course evaluations indicated a lack of clarity and comfort with concept-based curriculum design, although the

vast majority believed that was the best way to plan lessons and wanted more practice with planning and delivery.

- Students wanted more planning and reflection time with their "study buddies" during monthly meetings and in their field placements.
- Overwhelmingly preservice teachers maintained that they needed to see and experience consistent modeling of differentiation in their college methods class and in K-12 classrooms for field experiences and student teaching.

Survey results showed that time was the key factor in determining the comfort level of the inservice teacher and thus whether or not the preservice teacher would have a positive and useful experience. Inservice teachers had to balance time for substantive dialogue and reflection with the immediate demands of the classroom. The logistics of meeting times and circumstances proved challenging as teachers' schedules were often unpredictable. Results also indicated that inservice teachers felt they needed basic competency in differentiation and in concept-based curriculum design before working with preservice teachers in the study group.

Case Study

In addition to the findings gathered from pre- and post-survey data with the differentiation study group, a case study conducted by one of the authors (Brimijoin, 2002) provided evidence for modifying both the mentor teacher/clinical faculty training and the preservice program. Results of the study indicated the following:

- The preservice teacher's experience with differentiation was limited to the methods course. The differentiation study group's focus on action research was an authentic component, but most of the instructional hours

in the methods course were in a context-free college classroom. While all teacher preparation courses involved fieldwork, most of the preservice teacher's assignments had been with inservice teachers who had little or no background in differentiation. In spite of readings, video images, discussions, and lesson planning required in the methods class, the preservice teacher found that delivering effective instruction in a fully differentiated classroom was a tremendous challenge.

- The clinical instructor's training in differentiation enabled her to provide effective modeling and coaching, two elements that proved to be critical in supporting the preservice teacher's attempts to teach responsively.
- During student teaching, the clinical instructor and the preservice teacher found that extended co-planning and co-teaching accelerated the preservice teacher's success with differentiation.
- The preservice teacher's work designing concept-based lessons in her methods course was limited and only minimally reduced the complexity of using this technique on a daily basis during student teaching.
- Differentiating curriculum based on concepts and linked to state standards was a complex skill the clinical instructor learned during her course on differentiation and modeled when planning lessons with the preservice teacher.
- When specific modifications or interventions were made in response to requests from the preservice teacher for help with differentiation, she was more likely to increase her competence and her confidence (Fuller, 1969).

- Starting her student teaching at the beginning of second semester, the preservice teacher missed seeing the modeling of routines and procedures and deliberate discourse (Furman, 1998) about differentiation that the clinical instructor shared with her students at the beginning of the school year. As a result, the preservice teacher had difficulties aligning her management philosophy with the existing values of the learning community.
- The clinical instructor was "reflectively adept" (Brimijoin, 2002), modeling structured self-assessment and theory testing for the preservice teacher.

The clinical instructor and preservice teacher realized that not being paired in the differentiation study group first semester might have been a missed opportunity. Being placed in a fully differentiated classroom where the students expected differentiated curriculum forced the maturation of the preservice teacher, accelerating movement through the traditional developmental stages of student teaching (Lidstone & Holingsworth, 1992). This forced maturation can work only if the student teacher's requests for support and intervention are specific and timely (Fuller, 1969). The clinical instructor and preservice teacher recognized that being "study buddies" could have provided specific and timely support in the form of extra coaching, planning, modeling, and more chances to translate theory into practice. The clinical instructor and preservice teacher believed that this additional time might have increased levels of confidence and success for both of them in differentiating curriculum and instruction.

Limitations of the Study

While the authors realize the limitations of a single case study, they believe the case study results coupled with data collected over time from the clinical faculty/mentor teacher program and the differentiation study group present credible evidence for program modifications.

Discussion

Results from clinical faculty/mentor teacher surveys and reflections, differentiation study group data, and the case study of the inservice and preservice teacher provided evidence to support clinical faculty training in differentiation. This evidence revised the scope of the school division and colleges' second grant initiative in 2000. Receiving funding for another two-year clinical faculty/mentor teacher training program, college faculty and school division administrators recognized a unique opportunity to merge instruction in best practice differentiated curriculum and instruction with clinical faculty/mentor teacher training and the differentiation study group. The new grant provided a three-day summer institute as part of a three-credit course in differentiation for all clinical faculty/mentor teachers. In order to provide the consistency asked for by preservice and inservice teachers, central office and school administrators participated as well. Teacher education faculty and a central office administrator taught the course, modeling differentiation throughout the institute by allowing participants to choose sessions based on their readiness, interest, and learning profile. The course modeled best practice differentiated instruction on three levels. On one level, the course content on differentiation was differentiated itself. On a second level, the instructors demonstrated principles, strategies, and

lesson prototypes for instructing K-12 students. On a third level, the course shared coaching and mentoring techniques to help beginning teachers meet the challenges of academic diversity in the classroom.

Using the thumbprint of the differentiation study group as a frame of reference, the new course included an action research element to provide the kind of extended practice clinical faculty/mentor teachers had requested. As part of their coursework in the two months following the summer institute, clinical faculty/mentor teachers and administrators were paired to design, teach, and observe a differentiated lesson. In late October the group reconvened and collaborators shared results of their efforts in a guided reflection with the group, analyzing the strengths and weaknesses of their lessons. This process will be repeated in the spring semester.

At the same time, syllabi for teacher preparation courses were revised to include scope and sequence instruction in differentiation and concept-based curriculum development. College faculty members revised their teaching methods to model differentiation during instruction. Assignments for all but introductory field experiences were set up with clinical faculty members as often as possible. The effort to utilize the link with clinical faculty trained in differentiation helped to ensure that the preservice students were seeing theory reinforced in practice. Clinical faculty would have completed the summer institute portion of their coursework before the study group work began, giving them an edge as mentors for their preservice buddies. College faculty also redesigned "study buddy" assignments so that preservice teachers were paired in the study group with their clinical instructors for student teaching in the spring. This allowed each intern to work with a clinical instructor trained in differentiation for an entire school year.

Conclusion

The purpose of this paper is to chronicle the process of change as a group of professionals and pre-professionals evolved into a community of learners focused on meeting the diverse needs of today's students. Mentoring and differentiation became the unifying elements for strengthening the link between inservice and preservice teachers as they focused on best practice and professional growth (Beasley, et. al., 1996). This evolution of this learning community came about as a result of evaluation data that suggested clinical faculty/mentor teachers would be more effective in supporting preservice, intern, and beginning teachers if they were able to model effective differentiation.

The study indicated that mentoring beginning teachers involved much more than a warm welcome, familiarity with school handbooks, and casual visits. In fact, when faced with the challenges of diverse and inclusive classrooms, even clinical faculty/mentor teachers often operated in "survival mode" much as they had in their first year of teaching. In order to move clinical faculty/mentor teachers from survival mode to a level of competence and to facilitate the forced maturation that student teachers experienced when faced with meeting individual needs in increasingly diverse classrooms, mentors, novices, and differentiation were joined in a best practice, professional development mix. This research-based approach provided a "sustained and intensive" effort (Garet, 2001, p. 935) that was most likely to result in changed practice among mentors and novices. Finally, the use of preservice and inservice teacher experiences and evaluations over time to intensify and sharpen the focus of professional development suggested new dimensions for building expertise in mentoring and differentiation. Further study of the pairing of preservice teachers

and clinical faculty in the study group and student teaching should be conducted to determine the benefits of this program revision over time. Consideration might also be given to examining the relationship between this professional development program and standards test results in order to measure the impact of mentoring and differentiation on student achievement.

References

Berliner, D. (1988, February). The development of expertise in pedagogy. Paper presented at the meeting of the American Association of Colleges for Teacher Educators, Phoenix, AZ.

Beasley, K., Corbin, D., Feiman-Nemser, S. & Shank, C. (1996). Making it happen: Teachers mentoring one another. Theory Into Practice, 35, (3), 158-164.

Birchak, B., Connor, C., Crawford, K., Kahn, L., Kaser, S., Turner, S. & Short, K. (1998). Teacher study groups: Building community through dialogue and reflection. Urbana, IL: National Council of Teachers of English.

Brimijoin, K. (2002). Expertise in differentiation: A preservice and inservice teacher make their way. Unpublished doctoral dissertation, University of Virginia, Charlottesville, VA.

Brimijoin, K. (2000). The challenges of differentiation for preservice and inservice teachers: A journey examined. Research Abstracts from the 2000 NAGC Conference. Washington, DC: National Association for Gifted Children.

Carter, K., & Anders, D. (1996). Program pedagogy. In F. B. Murray (Ed.), The teacher educator's handbook (pp. 557-591). San Francisco: Jossey-Bass.

Darling-Hammond, L. & McLaughlin, M. (1996). Policies that support professional development in an era of reform. In Milbrey W. McLaughlin & Ida Oberman (Eds.), Teacher learning: New policies, new practices (pp. 202-218). New York, NY: Teachers College Press.

Erickson, F. (1986). Qualitative methods in research on teaching. In M. Wittrock (Ed.) Handbook of research on teaching (pp. 119-161). New York: Macmillan.

Fuller, F. & Case, C. (1969). Concerns of teachers: A manual for teacher educators. Increasing teacher satisfaction with professional preparation by considering teachers' concerns when planning preservice and inservice education. Austin, TX: Texas University Research and Development Center for Teacher Education. (ERIC Document Reproduction Service No. ED 040 143)

Furman, G. (1998). Postmodernism and community in schools: Unraveling the paradox. Educational Administration Quarterly, 34 (3), 298-328.

Garet, M., Porter, A., Desimone, L., Birman, B., & Yoon, K. (2001). What makes professional development effective? Results from a national sample of teachers. American Educational Research Journal, 38 (4), pp. 915-945.

Kelly, C. (2001). Creating advocates: Building preservice teachers' confidence using an integrated, spiral-based, inquiry approach in mathematics and science methods instruction. Action in Teacher Education, 23 (3), pp. 75-83.

Lidstone, M. & Hollingsworth, S. (1992) A longitudinal study of cognitive change in beginning teachers: Two patterns of learning to teach. Teacher Education Quarterly, 19 (4), 39-57.

Patton, M. (1990). Qualitative evaluation and research methods. Newbury Park, CA: Sage Publications.

Tomlinson, C. & Allan, S. (2000). Leadership for differentiating schools and classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C., Callahan, C., Moon, T.R., Tomchin, E., Landrum, M., Imbeau, M., Hunsaker, S. & Eiss, N. (1995). Preservice teacher preparation in meeting the needs of gifted and other academically diverse students. National Research Center on the Gifted and Talented Research Monograph No. 95134). Charlottesville, VA: The University of Virginia.

Walker, D. C., Gill, C. H., Alouf, J. L., & Mayhew, M. A. (Winter, 2000). Mentoring: bridging theory and practice to develop professional pride. SRATE Journal. 9(1), 39-44.